

THE CONTACTS OF CIVILIZATIONS

The necessity for learning *quoc ngu*, Chinese characters* and has delayed the Annamite student in the colony so he is three years older than his French classmates. Because there are openings in the colonial *lycees*, the competition among students is keener and the examination, in consequence, harder. Then the government may refuse to grant him a passport, if there is any reason to doubt his loyalty. Once in France he finds — 2930— his colonial baccalaureate is not accepted by the Universities. The courses he must make up, in addition to Ms regular him from arriving at the doctorate until he is thirty-ive. recently little was done for the Annamite student in Paris, and moral code were both undermined by the It seems unfortunate that the present trend, **by** the depression, is strongly against encouraging AnBamites to go to They may absorb the superficial side of French **life**, their time and substance in riotous **living** or revolutionaries—but they got a view of the world an treatment by the French of France which they never in the colony. Despite the number of scholarships granted^ are required to enjoy this privilege, and **the** result has not a democracy of education, as in old Aimam_s but a tion of the educated dass to the plutocracy. It the French have preferred the alternative of **the** tibnal system in **Indo-China**, so as to obviate the for pleting training in France, to a more careful of to profit by Metropolitan culture. It may be but the **ere** nothing like so rewarding. The trials of the Annamite student are not over he Ms hard-won diploma* He is treated Ms to< the colony by the aut!>ritibs and by his

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